**Genre Studies Unit Plan**

**AED 408: Spring 2012**

*(adapted from Dr. Mary Lynch Kennedy)*

**OVERVIEW**

The culminating project in this course will ask you to synthesize much of the theory, instructional methodology, and writing practices that we have engaged with throughout the semester.

For this project, you will work in groups of 2-3 to develop a genre study. You will agree upon a specific grade level (7-12) and genre (from the list below) around which to design your unit plan. You will begin your project in Google Docs and eventually migrate it to LiveBinders where your unit will be merged with your classmates to comprise a collection of genre studies to be shared publicly with each other and other interested teachers on the World Wide Web. You and your partner(s) simply need to complete the sections of the unit plan listed below. Feel free to meet with me at *any time* to discuss your ideas about, progress on, or problems with this assignment.

**GENRES**

*Some examples you might consider (you cannot choose genres we have studied in class)*

* Short fiction
* Short drama (one act play)
* Persuasive essay (taking a position on a controversial subject)
* Proposal essay (offering a solution to a problem)
* Other kinds of essays (with instructor approval)
* Book review
* Newpaper editorial
* Biographical profile
* Blogging
* Websites
* Public service announcements
* Comic Books/Graphic Novels
* Other (with instructor approval)

**READING**

**Required:**

* Randy Bomer, *Time for Meaning*
* Various other handouts and texts distributed to the class
* Resources acquired through your research: library books, journal articles, ERIC, etc.

**INSTRUCTIONS AND GUIDELINES**

**Preparations**

***Google Docs: Setting up a Shared Collection***

Once you have a partner or two, “Create” a Google Collection that you “Share” with me (at [cynthia.sarver@gmail.com](mailto:cynthia.sarver@gmail.com)) and your collaborator(s); make us all editors (i.e., when you share de-select “View Only”).

Title the Collection as follows:

“LastNamePartner1 & LastNamePartner2 SpecificGenreOfStudy” E.g., “Sarver & Smith Memoir”

***Collaboration***

It will be important for you to complete all work in Google Doc(s) since I will be looking to see that the workload is being carried equally by both (or all three) partners. This can be more difficult to demonstrate with three partners, so just be careful: individual final grades will be based equally upon (1) the quality completion of the unit below *and* (2) participation in the group process. Be sure, therefore, to complete your individual work from your personal Google account (your name will show on the history). Partners who have to pick up the slack for others will not be penalized, of course.**SECTIONS OF THE GENRE STUDY UNIT PLAN**

**Submit hard copies of all the documents below on the due date. Late work will not be accepted For credit.**

**Proposal (due April 12) (100 points)**

Write a 4-5-page proposal for your genre study. You should draw from personal experience participating in genre studies this semester, the readings that we have done in class, and research (I can provide some sources, if you like). **Each** section and subsection should include citations from relevant sources.

This document will be evaluated for its (a) grounding in the research; (b) attention to audience (other teachers), purpose, and tone; and (c) meaning, support, development, cohesion, concision, and presentation.

The sections of the Proposal are as follows (and should be indicated in all drafts):

***Genre Study***

\_\_\_\_\_\_\_\_\_a rationale for the genre study approach

\_\_\_\_\_\_\_\_\_a definition of the genre you’ve chosen, along with explanations of what it is and what it is not, links to examples

\_\_\_\_\_\_\_\_\_an explanation of what writers of X genre do when they compose (i.e., you would write a poem differently than you would a memoir than you would a TV script -- what is the composing process like for this genre?)

\_\_\_\_\_\_\_\_\_an explanation of what readers of the genre expect when they encounter a text categorized in this genre (i.e. list and describe the conventions of the genre)

***Writing Process***

\_\_\_\_\_\_\_\_\_a rationale for multiple drafts

\_\_\_\_\_\_\_\_\_a rationale for using the workshop method/small peer groups for the bulk of the writing process

\_\_\_\_\_\_\_\_\_an explanation of *how* you intend to integrate teaching the writing process (e.g., Writers’ Notebooks, workshops, conferences, small groups) into this study

***Assessment***

\_\_\_\_\_\_\_\_\_ a rationale for your assessment plan, including plans for formative and summative assessment and

peer- and self-assessment (cite Elbow, Bomer, etc.)

***Resources***

\_\_\_\_\_\_\_\_\_ in-text citations from sources that you used to write this document (in MLA style)

\_\_\_\_\_\_\_\_\_ a Works Cited page that lists the texts you cite (also in MLA style)

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**Handouts (due April 19) (100 points)**

Create handouts for the following:

\_\_\_\_\_\_\_\_\_the Writer's Notebook or process journal and how it will be used for this particular genre; include a

list of suggestions for writing as I did with our Writer’s Notebook handout

\_\_\_\_\_\_\_\_\_a handout about peer groups (expectations and protocol for working in groups)

\_\_\_\_\_\_\_\_\_3 handouts for 3 mini-lessons (see below)\*

\_\_\_\_\_\_\_\_\_a checklist or directions for Focused Peer Revision or Writer’s Group workshops

\_\_\_\_\_\_\_\_\_detailed rubric corresponding with the Regents Rubric (see Memoir rubric for example)

**Lessons (due April 19)**

Design “mini-lessons” that cover the following. Use the general procedural overview modeled on [ReadWriteThink](http://www.readwritethink.org/classroom-resources/lesson-plans/analyzing-character-development-three-1006.html?tab=4#tabs). In other words, do not bother with the detailed contextual and procedural plans that we learned to develop in AED 341. Instead focus on providing for each of the following a “Session Outline” as you see it modeled on ReadWriteThink. Each Session should be headed with *ONE learning objective* for the mini-lesson (unlike what you see on ReadWriteThink) and followed by a series of steps as you see them elaborated and listed on ReadWriteThink.

Remember that mini-lessons are short, focused instances of direct instruction after which students spend most of their time applying what they learned (as we have practiced in our Poetry and Memoir units this semester – e.g., developing character through dialogue). For your genre study, develop:

\_\_\_\_\_\_\_\_\_three (3) separate mini-lessons for developing 3 of the main features of the genre, including handouts\*

\_\_\_\_\_\_\_\_\_one lesson preparing students for the Critical Lens on the Regents exam, in conjunction with at least one

of the texts they are reading for the genre study

**Schedule (due April 19)**

\_\_\_\_\_\_\_\_\_detailed, day-by-day overview and annotation of the unit plan Schedule (i.e. listing of “Sessions” in addition to the ones for which you have created the mini-lessons, including the above lessons and handouts, and ending with a plan for publishing

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**Sample of Process Writing (due April 24) (100 points)**

\_\_\_\_\_\_\_\_\_\_a sample of your own 4-5 page final draft piece (or the equivalent) in the genre at each stage of the writing process

DRAFTS (label & number drafts as follows:

**DRAFT 1** Getting Started/Prewriting/Writers Notebook/Brainstorming;

**DRAFT 2** Drafting;

**DRAFT 3** Revision -- according to genre-related concerns/conventions;

**DRAFT 4** Revision -- according to a non-genre related convention (see *Style* and/or *50 Ways to Develop Strategic Writers* book);

**DRAFT 5** Editing and Publishing;

**DRAFT 6** Reflection

***EACH COLLABORATOR WILL CREATE HIS OR HER OWN SAMPLE, WHEREAS ALL OF THE OTHER ELEMENTS IN THE GENRE STUDY ARE COLLABORATIVELY WRITTEN.***

**Lists of sources (due April 24)**

\_\_\_\_\_\_\_\_\_list of at least 15 texts appropriate for the grade level you have designated

\_\_\_\_\_\_\_\_\_bibliography of relevant professional books for teachers

**Publication (April 24)**

\_\_\_\_\_\_\_\_\_Publication on [LiveBinders](http://www.livebinders.com/) in accordance with the format found on ReadWriteThink and as modeled here (link TBA). Share with your classmates, me, and the world by making the sharing settings for the LiveBinder “Public.” When you have finished, send me (a) your LiveBinders URL, (b) your group members’ names, and (c) the genre that your unit focuses on.

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**Presentation (April 26) (25 points)**

\_\_\_\_\_\_\_\_\_detailed 1-2 page handout, including as much of the above as possible, that you distribute during

your 5-7 minute (firm) presentation (to help give classmates an overview of the project as you demonstrate pieces of it on the computer/projector)